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ABSTRACT

In the process of re-evaluating the measures for the performance indicators approved last year, the Planning and Development Division at Truckee Meadows Community College (TMCC) (Nevada) decided to consolidate some performance indicators and make slight word changes to others. The number of indicators was reduced from 48 to 37. The measures for the indicators were reviewed and improved. The changes to both the indicators and the measures are reflected here. The Institutional Effectiveness Chart identifies the eight Areas of Inquiry adopted by TMCC as the College's key indicators for institutional effectiveness in 1996. Each Area of Inquiry is linked to one or more of the College's Strategic Goals. The key word for each College Goal is identified with one or more Areas of Inquiry in order to show the relationship of the performance indicators to planning and budgeting. The key Areas of Inquiry for Institutional Effectiveness are as follows: Access and Equity; Employment Preparation and Placement; College University Transfer; Workforce Development; College/Community Partnerships; Cultural and Cross-Cultural Development; Instructional Effectiveness; and Resource Effectiveness. For five of these areas, subsequent pages in the report document one or more outcomes related to the area of inquiry. Contains 18 charts and graphs. (JA)

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ED 442 524

Truckee Meadows Community College
Institutional Effectiveness: Key Performance Indicators

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INSTITUTIONAL EFFECTIVENESS—KEY PERFORMANCE INDICATORS

Revised January 1999

In February the Planning and Development Division and guests revisited the measures for the performance indicators approved last year. In the process of re-evaluating the measures, the group decided to consolidate some performance indicators and make slight word changes to others. The number of indicators was reduced from 48 to 37. The measures for the indicators were reviewed and improved. The changes to both the indicators and the measures are reflected here.

Background

The Institutional Effectiveness Chart identifies the eight Areas of Inquiry adopted by TMCC as the College's key indicators for institutional effectiveness in 1996. Each Area of Inquiry is linked to one or more of the College's Strategic Goals. The key word for each College Goal is identified with one or more Areas of Inquiry in order to show the relationship of the performance indicators to planning and budgeting. The indicators will be implemented over a three-year time period; the academic year to implement each indicator is shown in parenthesis. A measure for each performance indicator is shown in italic.

AREAS OF INQUIRY FOR INSTITUTIONAL EFFECTIVENESS CHART

Access and Equity (College goals key words: Diversity, Programs)

A-1: Student body population mix vs. population that is disadvantaged or at risk in our service area. (1997-98)
***Measure**: The disadvantaged or at risk student population (ethnicity, income, or physically challenged) enrolled at TMCC will be equal to or exceed the disadvantaged or at risk adult population in our service area.*

A-2: Educational goal attainment by total student body population and disadvantaged at risk. (1997-98)
***Measure:** There will be no statistically significant difference between this cohort and the general population.*

A-3: Student tuition and fee increases vs. growth of personal income in service area. (1996-97)
***Measure**: The rate of increase for tuition and fees will not exceed the rate of increase in personal income in the service area.*

A-4: Faculty-staff-administration population mix vs. service area population mix (ethnic and gender). (1996-97)
***Measure**: The ethnic and gender mix of faculty-staff-administration will be within 2 percent of the mix within our service area.*

A-5: Transfer rate and enrollment of local high school graduates in semester following graduation. (1996-97)
***Measure**: TMCC will enroll between 30 and 35 percent of all WCSD graduates planning to attend college by 2002.*

A-6: Credit received for non-traditional learning upon admittance. (1999-00)
***Measure**: TMCC will expand its current acceptance of non-traditional learning by refining its procedures, validating life experiences through competencies, and awarding credit by June 1999.*

A-7: TMCC services offered by college (child care) vs. usage by all students and at-risk students. (1999-00)
***Measure:** The percentage of at risk students using college services will equal or surpass usage by all students.*

A-8: Full-time and part-time student enrollment per year 1,000 area inhabitants. (1996-97)
***Measure:** Ratio of 35 to 40 students for every 1,000 inhabitants in Washoe County.*

A-9 Associate degrees and certificates obtained by adults within service area. (1997-98)
***Measure**: TMCC will expand its educational opportunities for adults over 50 through a "Silver College" concept as a part of the Outreach College. By 2004,there will be a continuous increase in the number of TMCC's graduates over age 50.*

A-10: Advance training beyond the AA degree (technical skills training) competencies within higher education. (1999-00)
***Measure**: TMCC will seek to establish partnerships to offer programs, degrees, and certificates that build upon a two year degree by December 1998.*

Employment Preparation and Placement (College goals key words: Technologies, Programs, Measures)

B-1 Placement of program completers in degree-related jobs within six months of graduation. (1997-98)
Measure: Ninety percent of program completers who want to be employed in a degree-related position will be within six months of graduation.

B-2: Completion of required licensure/certificate exams by program completers. (1996-97)
***Measure:** At least 90 percent of graduates taking licensure or certificate exams will receive passing scores.*

B-3: Program completers satisfaction with technical education preparation. (1997-98)
***Measure**: Ninety-five percent of program completers' will rank their technical preparation as being "very good" or "excellent."*

B-4: Program completers' satisfaction with general education preparation. (1997-98)
***Measure**: Ninety percent of of program completers will rank their general education as "very good" or "excellent."*

College University Transfer (College goal key word: Programs)

C-1: TMCC graduates who actually transfer to all four-year colleges vs. those who plan to transfer. (1996-97)
***Measure**: Seventy-five percent of students who indicate they want to transfer to UNR or UNLV actually transfer.*

C-2: Grade point averages of students who complete AA or AAS vs. grade point averages of students who complete two years at UNR/UNLV. (1999-00)
***Measure:** The GPA of TMCC graduates who transfer to either university will be equal to or better than the native student's GPA for the last two years.*

Workforce Development (College goal key word: Outreach)

D-1: Students (credit/noncredit) employed or retrained by contracting employers following customized training programs for new, expanding, and retooling industries. (1999-00)
***Measure**: Job retention/job advancement will be 25 percent greater for the employee students receiving contract training than for the employees not receiving customized training.*

D-2: Placement of displaced and unemployed/under-employed workers who complete at least 160 hours of intervention and placement. (1999-00)
***Measure**: At least 50 percent of all program completers will be placed in employment within six months of completion.*

D-3: Use of TMCC's services by business personnel to start, improve or expand their business. (1999-00)
***Measure**: TMCC will experience continuous growth each year in its number of contracts generated through consultant services.*

D-4: Annual labor market needs met by program completers. (1999-00)
***Measure:** TMCC will establish a needs assessment/program development plan to determine the service area's greatest unmet skills needs and establish at least two new programs annually to meet the needs.*

D-5: Jobs created or retained in the service area as a result of the college's work with employers. 1999-00 (on hold)
***Measure**: TMCC will target at least five new and expanding businesses annually through its Outreach College concept and explore retraining or job creation opportunities for employees.*

College/Community Partnerships (College goals key words: Partnerships, Planning)

E-1: Satisfaction of individuals and/or public sector groups receiving college services (teleconferencing, videos, library, distance learning). (1999-00)
***Measure**: Eighty-five percent of individuals using college services and educational resources will be satisfied with the facilities and services provided by the College.*

E-2: Ties to community partnerships (K-16) education (advisory boards, job corps, Chamber of Commerce, Foundation Board). (1999-00)
***Measure**: TMCC will have active partnerships with all public sectors of education and will work closely with at least 15 program advisory boards to provide appropriate skills training to our service area.*

E-3: School participation by faculty, staff, students, and program completers in community services. (on hold)
***Measure**: TMCC will identify community service as a desirable activity for faculty and staff; 50 percent will be involved in at least one community activity annually.*

Cultural and Cross-Cultural Development (College goal key word: Promote)

F-1: Participation of (credit) students in cultural and cross cultural activities of the college. (1999-00)
***Measure**: TMCC will support diversity activities and encourage students to participate in these activities. Tracking will be done by the Multicultural Office.*

F-2: Participation of service area students, non-students, and families in diversity activities of the college. (1999-00)
***Measure**: TMCC will increase the number of its diversity activities annually.*

Instructional Effectiveness (College goals key words: Accountable, Quality, Measures)

G-1: Initial assessment of basic skills and placement of students for programs. (1997-98)
***Measure**: At least 75 percent of students who enter and successfully complete basic skills courses in English and Math will complete the first level courses in English and math successfully.*

G-2: Development of program outcomes for all areas. (1999-00)
***Measure**: All occupational areas will have identified program outcomes by June 1998.*

G-3: Retention and program completer improvement measures in place. (1999-00)
***Measure**: Retention measures and completer support services will be in place by 1999.*

G-4: Mid-point assessment of all majors. (1999-00 partially)
***Measure**: By 1999 a mid-point assessment will be in place for all majors.*

G-5: Integration of relevant, practical technology in courses and classrooms. (1999-00)
***Measure**: All instructors will be trained in integration of technology by 2001.*

G-6: Program completion time. (1997-98)
***Measure**: The average program completion time by cohort will be 150 percent of allotted time.*

G-7: Graduate placement in all programs. (1999-00)
***Measure**: At least 85 percent of all graduates who want to work will find employment in their fields within six months of graduation.*

Resource Effectiveness (College goals key words: Quality, Infrastructure)

H-1: Efficiency measure: FTE ratios. (1996-97)
***Measure**: The cost per program over time will be greater than the index.*

H-2: Efficiency measure: Cost to programs. (1997-98)
***Measure:** Occupational/technical programs whose costs exceed the funding ratio will be shifted to self supporting programs.*

H-3: Efficiency measure: Space utilization. (1996-97)
***Measure**: Instructional space utilization will be within at least 90 percent of the standard for all classrooms and laboratories.*

H-4: Efficiency measure: Student FTE to instructor. (1997-98)
***Measure**: Student/teacher ratio will be within 80 percent of the funding aggregate.*

Note: Some adjustments on dates or measures may be made later.

Assessing I. E. Measures#2

INDICATOR

A-1 Student body population mix vs. population that is disadvantaged or at risk in our service area.

RATIONALE

Part of the strategic process at TMCC is to expand educational opportunities in order to meet the changing needs of a diverse community. In order to accomplish this goal, it is important that the student population represents the community that TMCC serves.

DEFINITION

Ethnic distribution of student body population vs. ethnic distribution of our service area.

SOURCE

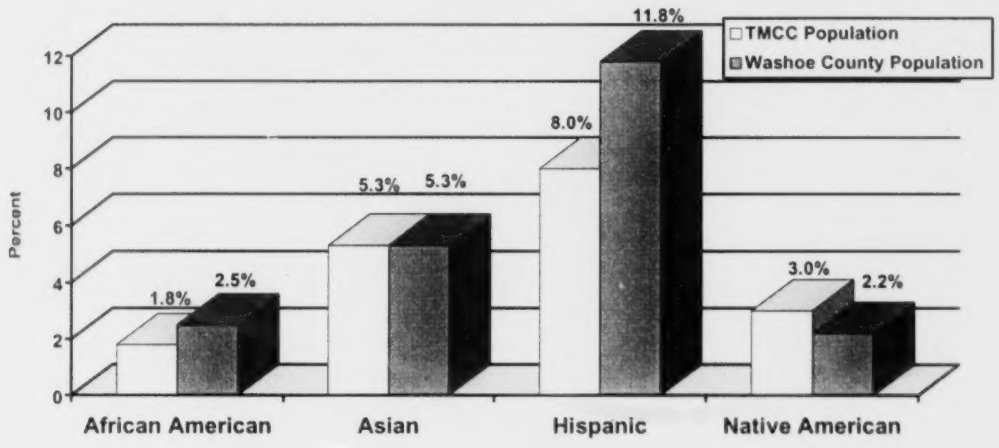
TMCC Student Information System, U.S. Department of Commerce, Bureau of Census 1997 Estimates

OUTCOME ANALYSIS

In Fall 1997, Hispanics were the primary ethnic population that was underrepresented at TMCC.

Standard: *Ethnic distributions at TMCC should be within at least 1 to 2 percent of the service area ethnic population.*

TMCC Ethnic Population vs. Washoe County Ethnic Distribution
Fall 1997



AREA OF INQUIRY:
ACCESS AND EQUITY

***Goals:** Diversity and Programs*

INDICATOR

A-2 Student persistence by total student body population and disadvantaged and at risk (ethnicity).

RATIONALE

It is the intent of the College to meet the diverse needs of the community. As a result of this goal, TMCC must work to ensure the success of disadvantaged students.

DEFINITION

The percent of students (from a new student cohort) that return to TMCC with each advancing semester by ethnicity.

SOURCE

Student Information System

OUTCOME ANALYSIS

The African American, Hispanic, and Native American cohorts are persisting at rates that are less than the overall student population at TMCC.

***Standard**: The persistence rates of ethnic minorities should meet or exceed the average rate for the overall student population at TMCC.*

Persistence by Ethnicity (Fall 1997 New Student Cohort)

Ethnicity	# Entering	After One Semester — Returning Number	After One Semester — Returning Percent	After Two Semesters — Returning Number	After Two Semesters — Returning Percent
Asian	82	44	54%	36	44%
African American	37	12	32%	8	22%
Hispanic	258	89	35%	66	26%
Native American	49	17	35%	10	21%
White	1137	555	49%	407	36%
International Students	17	13	76%	11	65%
Other	112	45	40%	33	30%
Total	1692	775	49%	571	34%

INDICATOR

A-3 Student tuition and fee increases vs. growth of personal income in service area.

RATIONALE

As a strategic goal of the College, TMCC strives to expand educational opportunities in order to meet the changing and diverse needs of the community.

DEFINITION

Percent change in TMCC tuition compared to percent change of total personal income in Washoe County.

SOURCE

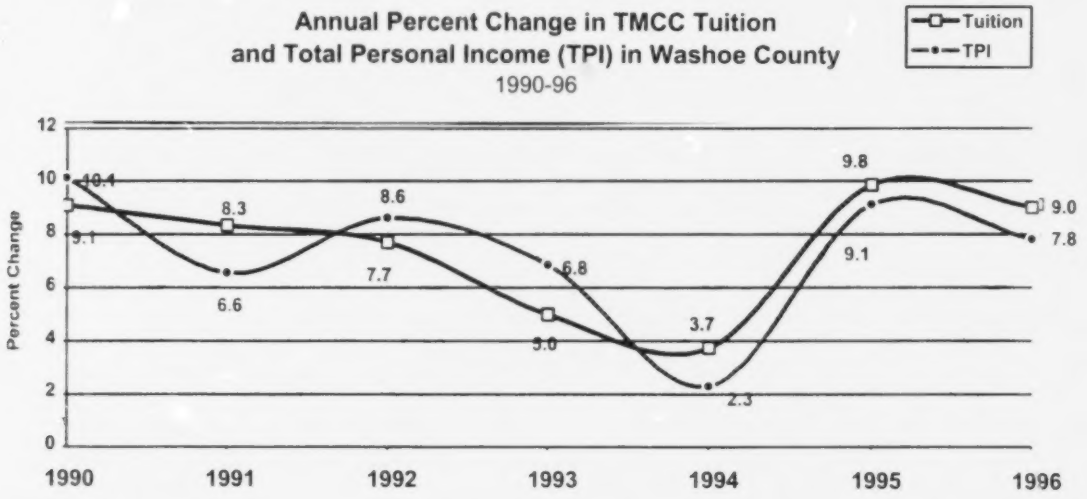
U.S. Department of Commerce, Economic Statistics Administration

OUTCOME ANALYSIS

From 1990 through 1996, tuition increases at TMCC and growth in total personal income in Washoe County have closely mirrored one another.

Standard: *The rate of increase for tuition and fees will not exceed the rate of increase in personal income in the service area.*

Annual Percent Change in TMCC Tuition and Total Personal Income (TPI) in Washoe County
1990-96



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INDICATOR

A-4 Faculty, staff, and administrative population mix vs. service area population mix (gender and ethnicity).

RATIONALE

Part of the strategic process at TMCC is to expand educational opportunities in order to meet the changing needs of a diverse community. In order to accomplish this goal, it is important that the college demographically represent the community it serves.

DEFINITION

Ethnic and gender representation of full-time staff, faculty, and administration compared to diversity in service area.

SOURCE

TMCC IPEDS Report (Fall Staff Survey 1997), U.S. Department of Commerce, Bureau of Census 1997 Estimates

OUTCOME ANALYSIS

Gender: TMCC staff and administration are represented by a greater percent of females as compared to the county gender distribution. Conversely, full-time faculty at TMCC are comprised of a higher percent of males than found within the Washoe County population.

Standard: *All areas of the college should be within at least 5 to 10 percent of the gender distribution of the county.*

Ethnicity: TMCC staff & administration closely resemble the ethnic make up of Washoe County, while full-time instructional faculty are somewhat less diverse than the county distribution.

Standard: *All areas of the college should be within at least 2 percent of the ethnic distribution of the county.*

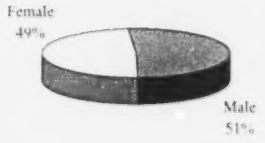
GENDER - Fall 1997

TMCC Faculty (full-time)

TMCC Administration

TMCC Staff

Washoe County



RACE & ETHNICITY - Fall 1997

	TMCC Faculty (full-time)		TMCC Administration		TMCC Staff		Washoe County	
	Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*
African Am.	1	0.8%	1	2.6%	3	2.8%	7,797	2.5%
Native Am.	2	1.7%	2	5.3%	6	3.5%	6,616	2.2%
Asian	2	1.7%	0	0.0%	1	1.3%	16,330	5.3%
Hispanic	4	3.4%	4	10.5%	17	11.2%	36,087	11.8%
White	105	89.0%	27	71.8%	116	76.3%	238,962	78.1%
Other	4	3.4%	4	10.5%	9	5.9%	0	0.0%

AREA OF INQUIRY:
ACCESS AND EQUITY

***Goals:** Diversity and Programs*

INDICATOR

A-5 Capture rate of local high school graduates in the semester following graduation.

RATIONALE

As part of the TMCC mission, it the College's responsibility to provide education and training to the community. High school graduates of Washoe County comprise an important population of potential learners.

DEFINITION

The number of Washoe County high school students who graduate and immediately enroll at TMCC the following Fall semester.

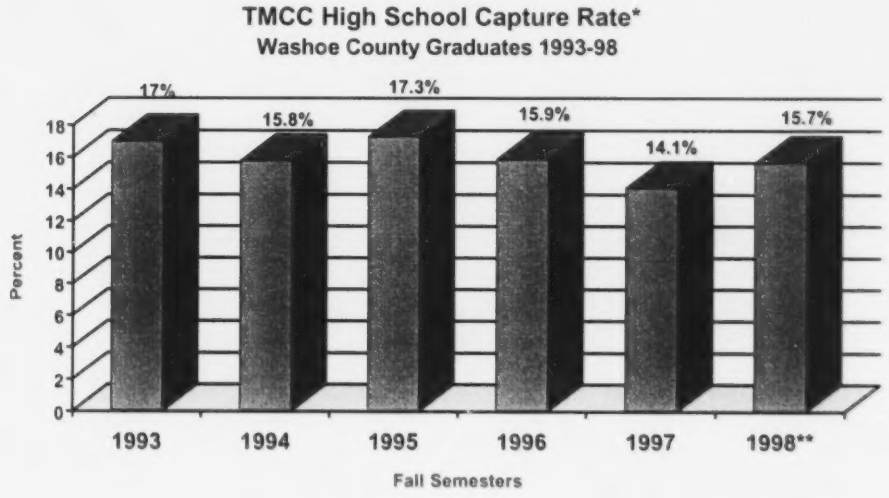
SOURCE

Student Information System

OUTCOME ANALYSIS

In the past six years, TMCC's high school capture rate from Washoe County has fluctuated between 14 and 18 percent.

***Standard**: TMCC will enroll between 15 and 20 percent of all WCSD graduates.*



*Capture rates are computed from enrollment in state-supported courses only.

**The 1998 cohort includes high school graduates that entered TMCC as first-time college students in the summer, as well as the fall immediately following graduation (14 students entered in the summer). Students from Manogue or Pyramid Lake are not included in this cohort.

INDICATOR

A-8 Full and part-time student enrollment per 1,000 area inhabitants.

RATIONALE

In an attempt to meet the diverse needs of the community, it is important to analyze what portion of the population is served.

DEFINITION

Percent of population served by TMCC. Calculated by dividing the total number of students enrolled at the end of a Fall semester by the population in Washoe County.

SOURCE

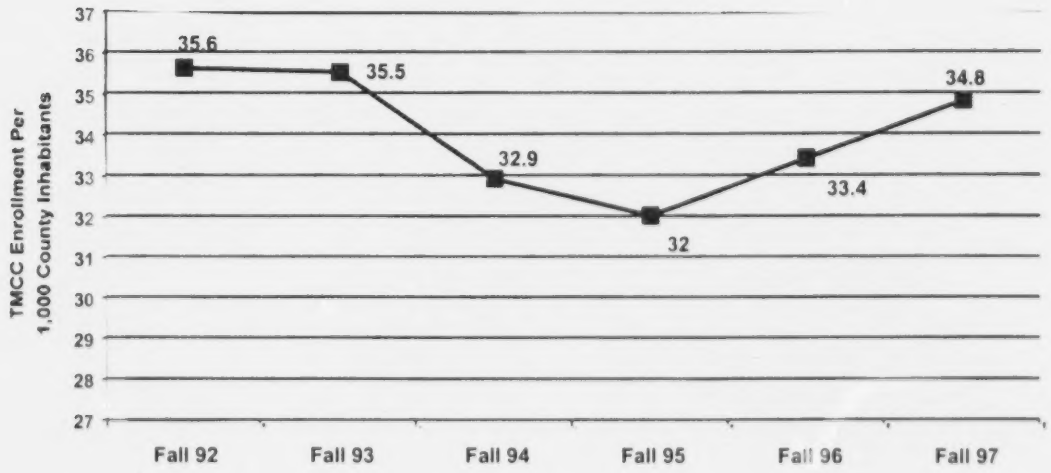
Student Information System, U.S. Department of Commerce, Bureau of Census 1997 Estimates.

OUTCOME ANALYSIS

While Washoe County continues to grow, the student to county population ratio has recently increased due to an influx in TMCC enrollment.

***Standard:** Ratio of 35 to 40 students for every 1000 inhabitants in Washoe County*

Ratio of TMCC Enrollment Per 1,000 Inhabitants of Washoe County
1992-97



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INDICATOR

A-9 Associate degrees and certificates obtained by adults within the service area.

RATIONALE

Part of the strategic process at TMCC is to expand educational opportunities in order to meet the changing needs of a diverse community.

DEFINITION

Number of degrees and certificates obtained by age.

SOURCE

TMCC Student Information System

OUTCOME ANALYSIS

Recently, the number of younger students (ages 18-24) obtaining degrees and certificates has increased, while non-traditional completers (ages 25-49) have experienced slight declines.

***Standard:** The number of degrees and certificates conferred at TMCC will steadily increase throughout all age categories.*

Degrees and Certificates Conferred by Age

Graduation Year		Age Ranges					Totals
		18-24	25-34	35-49	50+	Unreported	
1993	#	103	131	139	22	33	428
	%	24%	31%	33%	5%	8%	100%
1994	#	94	150	128	27	9	408
	%	23%	37%	31%	7%	2%	100%
1995	#	101	128	137	20	9	395
	%	26%	32%	35%	5%	2%	100%
1996	#	105	150	138	20	5	418
	%	25%	36%	33%	5%	1%	100%
1997	#	105	150	131	21	1	408
	%	26%	37%	32%	5%	0%	100%
1998	#	143	138	126	25	1	433
	%	33%	32%	29%	6%	0%	100%
Total	#	651	847	799	135	58	2490
	%	26%	34%	32%	5%	2%	100%

INDICATOR

B-1 Placement of program completers in degree-related jobs within six months of graduation.

RATIONALE

It is TMCC's goal to not only provide exceptional education programs, but to continually assess its level of institutional effectiveness.

DEFINITION

A series of indicators on a post-graduation follow-up survey are utilized to determine the number of program completers placed into degree-related jobs.

SOURCE

Graduate Follow-up Survey

OUTCOME ANALYSIS

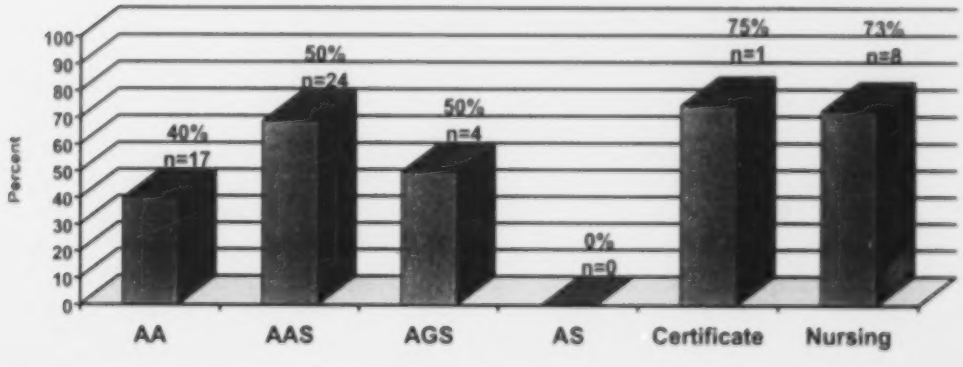
In the 1996-97 academic year, 408 students received Associate Degrees or Certificates of Achievement. From this cohort, 110 students responded to a follow-up survey distributed one year after graduation.

- 82% of respondents reported current employment
- 36% reported either a job advancement or being hired for a new job following graduation
- 61% felt TMCC sufficiently prepared them for their current occupation
- 59% stated they were working in a degree related field

***Standard:** Ninety percent of program completers who want to be employed in a degree related position will be within six months of graduation*

TMCC Graduates by Degree Area
Graduate Follow-up Survey 1996-97

Percent of Respondents Reporting Degree-related Employment



INDICATOR

B-3 Program completers' satisfaction with technical education preparation.

RATIONALE

It is the goal of TMCC to not only provide high quality education and services, but to keep pace with advancing technologies and assess student satisfaction.

DEFINITION

A series of indicators on a graduate student survey are used to assess level of satisfaction.

SOURCE

Graduate Survey

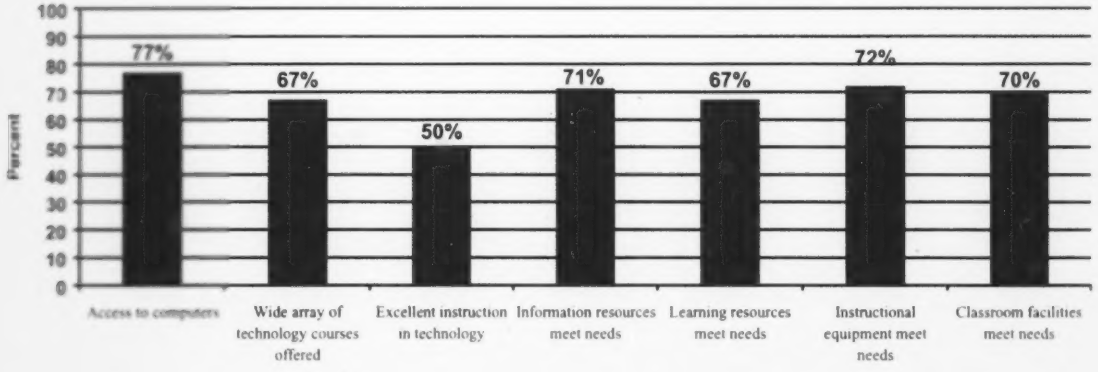
OUTCOME ANALYSIS

In the 1997-98 academic year, 433 students received Associate Degrees or Certificates of Achievement from TMCC. From this cohort, 306 students responded to an annual graduate survey. Seven indicators of technical educational satisfaction were utilized to assess the opinions of TMCC graduates. The mean response to these indicators was 68% satisfaction.

***Standard:** Ninety percent of program completers will indicate satisfaction with technical education preparation at TMCC.*

Satisfaction with Technical Education Preparation
1997-98 Graduates

Percent rating a high level of satisfaction with.....



INDICATOR

B-4 Program completers' satisfaction with general education preparation.

RATIONALE

It is the goal of TMCC to not only provide high quality education and services, but to keep pace with advancing technologies and assess student satisfaction.

DEFINITION

A series of indicators on a graduate student survey are used to assess level of satisfaction.

SOURCE

Graduate Survey

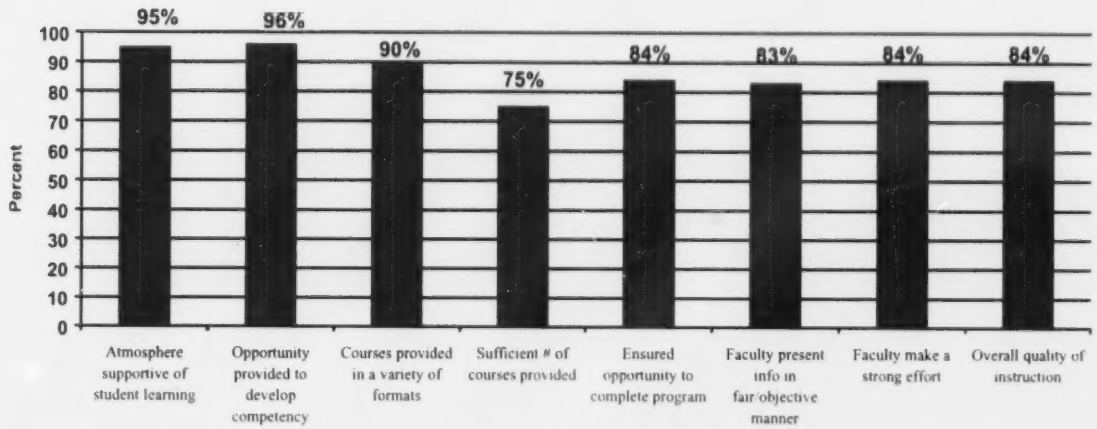
OUTCOME ANALYSIS

In the 1997-98 academic year, 433 students received Associate Degrees or Certificates of Achievement from TMCC. From this cohort, 306 students responded to an annual graduate survey. Eight indicators of general educational satisfaction were utilized to assess the opinions of TMCC graduates. The mean response to these indicators was 86% satisfaction.

***Standard:** Ninety percent of program completers will indicate satisfaction with general educational preparation at TMCC.*

Satisfaction with General Education Preparation
1997-98 Graduates

Percent rating a high level of satisfaction with.....



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INDICATOR

C-1 TMCC graduates who actually transfer to UNR and UNLV vs. those who plan to transfer.

RATIONALE

It is the goal of the College to provide high quality, lower division transfer curriculum to enable students to enter into four-year institutions.

DEFINITION

The percent of a new student cohort which states a goal of transfer vs. the percent of the same cohort who actually go onto transfer. The following UCCSN definition of a transfer student will be employed: students who are admitted and enter UNR or UNLV for the first time with 12 or more semester credits which are applicable for credit at the institution of current enrollment.

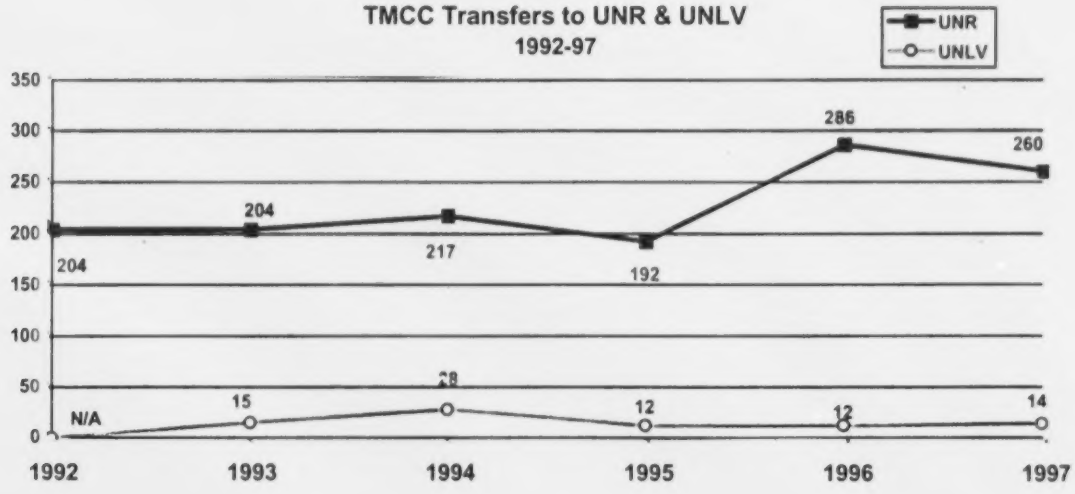
SOURCE

Student Information System, UNR & UNLV

OUTCOME ANALYSIS

The appropriate data has not been collected in order to complete a cohort analysis. Until then, results for this indicator will represent the number of new transfer students by semester as reported in university data books.

Standard: *Seventy-five percent of students who indicate they want to transfer to UNR or UNLV actually do transfer.*



INDICATOR

G-1 Initial assessment of basic skills and placement of students for programs.

RATIONALE

TMCC is committed to providing excellent educational programs which enable students to achieve a high level of learning in pursuit of their goals.

DEFINITION

Basic skills assessments of this nature, analyze and track the number of students who enter and successfully complete developmental courses and as a result, advance to higher level coursework within that subject area.

SOURCE

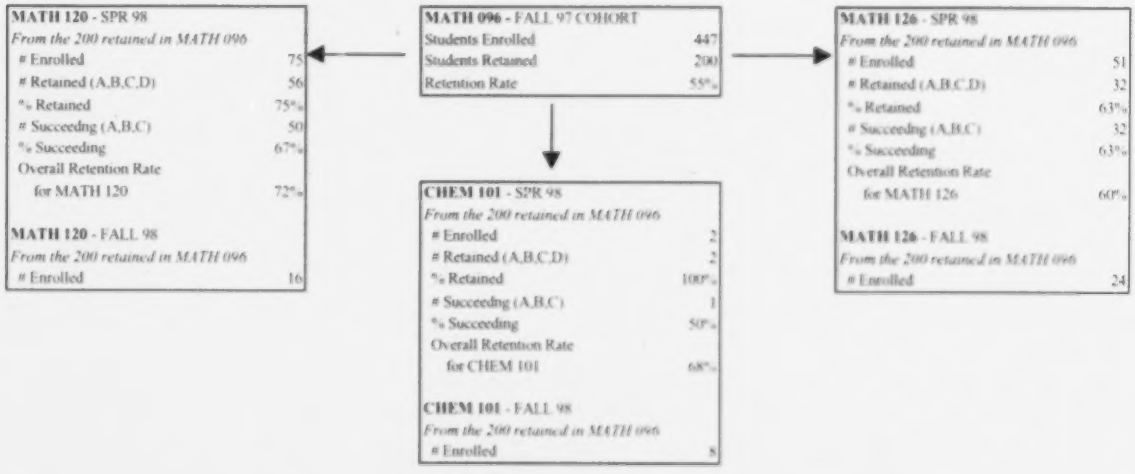
Student Information System

OUTCOME ANALYSIS

From the 200 students who were retained in MATH 096 during Fall 1997, 83 (42%) went on to successfully complete more advanced mathematical coursework during Spring 1998.

Standard: *Within three semesters of successfully completing a developmental course, 75% of a cohort will advance and successfully complete a college level course within that subject area.*

SUCCESS & RETENTION MODEL: MATH 096 Intermediate Algebra


MATH 120 - SPR 98
From the 200 retained in MATH 096
Enrolled 75
Retained (A,B,C,D) 56
% Retained 75%
# Succeedng (A,B,C) 50
% Succeeding 67%
Overall Retention Rate
for MATH 120 72%
MATH 120 - FALL 98
From the 200 retained in MATH 096
Enrolled 16
MATH 096 - FALL 97 COHORT
Students Enrolled 447
Students Retained 200
Retention Rate 55%
CHEM 101 - SPR 98
From the 200 retained in MATH 096
Enrolled 2
Retained (A,B,C,D) 2
% Retained 100%
# Succeedng (A,B,C) 1
% Succeeding 50%
Overall Retention Rate
for CHEM 101 68%
CHEM 101 - FALL 98
From the 200 retained in MATH 096
Enrolled 8
MATH 126 - SPR 98
From the 200 retained in MATH 096
Enrolled 51
Retained (A,B,C,D) 32
% Retained 63%
# Succeedng (A,B,C) 32
% Succeeding 63%
Overall Retention Rate
for MATH 126 60%
MATH 126 - FALL 98
From the 200 retained in MATH 096
Enrolled 24

INDICATOR

G-1 Initial assessment of basic skills and placement of students for programs.

RATIONALE

TMCC is committed to providing excellent educational programs which enable students to achieve a high level of learning in pursuit of their goals.

DEFINITION

Basic skills assessments of this nature, analyze and track the number of students who enter and successfully complete developmental courses and as a result, advance to higher level coursework within that subject area.

SOURCE

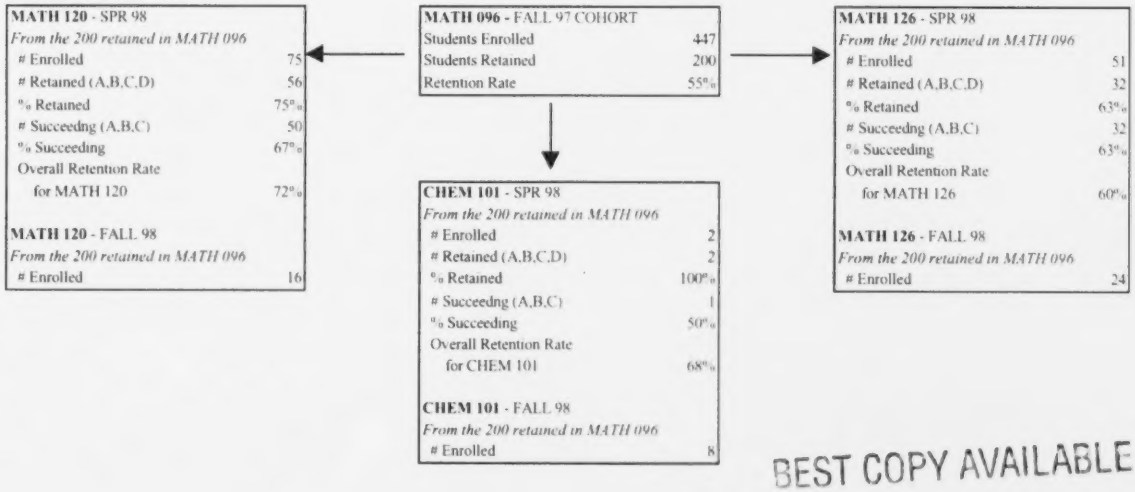
Student Information System

OUTCOME ANALYSIS

From the 200 students who were retained in MATH 096 during Fall 1997, 83 (42%) went on to successfully complete more advanced mathematical coursework during Spring 1998.

Standard: *Within three semesters of successfully completing a developmental course, 75% of a cohort will advance and successfully complete a college level course within that subject area.*

SUCCESS & RETENTION MODEL: MATH 096 Intermediate Algebra


MATH 120 - SPR 98
From the 200 retained in MATH 096
Enrolled 75
Retained (A,B,C,D) 56
% Retained 75%
# Succeedng (A,B,C) 50
% Succeeding 67%
Overall Retention Rate for MATH 120 72%
MATH 120 - FALL 98
From the 200 retained in MATH 096
Enrolled 16
MATH 096 - FALL 97 COHORT
Students Enrolled 447
Students Retained 200
Retention Rate 55%
CHEM 101 - SPR 98
From the 200 retained in MATH 096
Enrolled 2
Retained (A,B,C,D) 2
% Retained 100%
# Succeedng (A,B,C) 1
% Succeeding 50%
Overall Retention Rate for CHEM 101 68%
CHEM 101 - FALL 98
From the 200 retained in MATH 096
Enrolled 8
MATH 126 - SPR 98
From the 200 retained in MATH 096
Enrolled 51
Retained (A,B,C,D) 32
% Retained 63%
# Succeedng (A,B,C) 32
% Succeeding 63%
Overall Retention Rate for MATH 126 60%
MATH 126 - FALL 98
From the 200 retained in MATH 096
Enrolled 24

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INDICATOR

G-6 Program Completion Time.

RATIONALE

TMCC is committed to providing excellent educational programs which enable students to achieve a high level of learning in pursuit of their goals.

DEFINITION

This indicator examines the graduation rates of first-time, full-time cohorts after 150% of a program time has expired.

SOURCE

IPEDS Graduation Rate Survey

OUTCOME ANALYSIS

From the full-time, first-time degree seeking cohort of Fall 1994, 8% of the students completed the program they were enrolled in within 150 percent of the normal completion time.

Standard: *20 percent of students from full-time, first-time cohorts will complete their programs within 150 percent of the normal completion time.*

Graduation Rates of Full-time, First-time Degree-seeking Students

Cohort	Full-time, first-time degree seekers		Students completing their program within 150% of normal time		Noncompleters still enrolled		Noncompleters not enrolled	
	Men	*Women*	*Men*	*Women*	*Men*	*Women*	*Men*	*Women*
Fall 1994	82	74	9	4	17	19	56	51
Total	156		13		36		107	
Percent	100%		8%		23%		69%	

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AREA OF INQUIRY:
RESOURCE EFFECTIVENESS

1998-99

***Goals**: Quality, Infrastructure*

INDICATOR

H-1 Efficiency measure: FTE ratios (Productivity Measures)

RATIONALE

It is a goal of the college to effectively and efficiently provide high quality educational programs.

DEFINITION

FTE ratios represent total contact hours divided by total credits taught within a funding area, divided by the funding ratio (student faculty ratios derived by the state). A 100% of standard indicates that the actual enrollment is equal to the ideal enrollment.

SOURCE

Student Information System

OUTCOME ANALYSIS

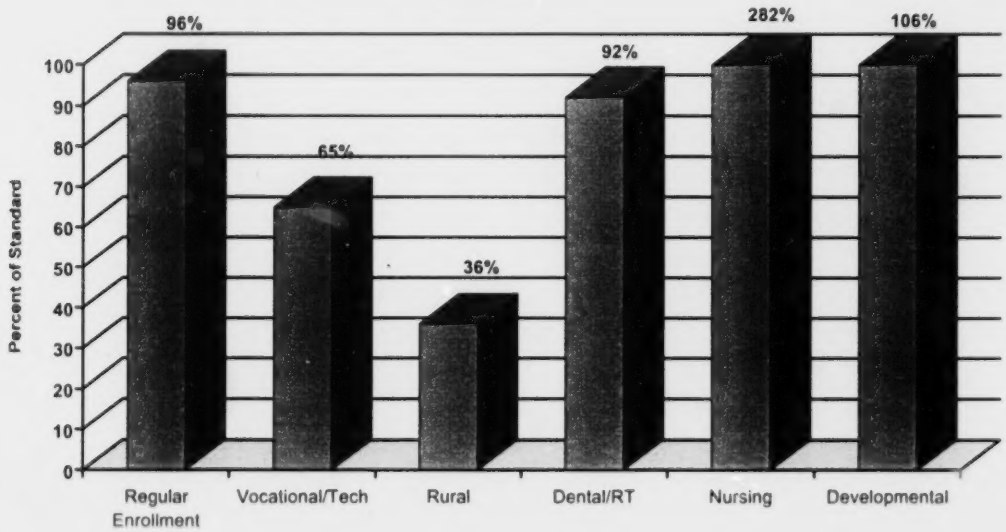
All funding areas, besides vocational/technical and rural, are within 80% of standard.

***Standard:** All funding areas will be within 80 percent of their standard.*

FTE Ratios by Funding Area

Percent of Standard

Fall 1998



INDICATOR **H-2** Efficiency measure: Instructional Cost Per Student FTE.

RATIONALE It is a goal of the college to effectively and efficiently provide high quality educational programs.

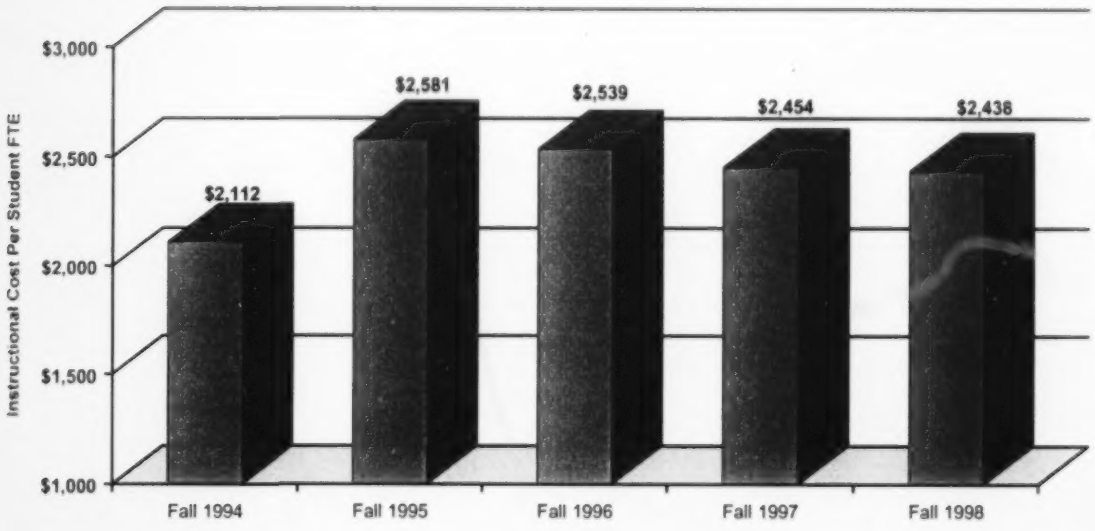
DEFINITION Cost per FTE is derived by dividing the total instructional budget by end of semester state-supported student FTE.

SOURCE Student Information System

OUTCOME ANALYSIS Since Fall 1995, instructional cost per student FTE has been steadily declining.

Standard:

Instructional Cost Per Student FTE
Fall 1994-98



AREA OF INQUIRY:
RESOURCE EFFECTIVENESS

***Goals**: Quality, Infrastructure*

INDICATOR

H-3 Efficiency measure: space utilization

RATIONALE

It is a goal of the College to effectively and efficiently provide high quality educational programs.

DEFINITION

Percent of standard classroom occupancy achieved for day and evening classes in both traditional classrooms and laboratories. This percentage is computed by dividing actual weekly student contact hours by target weekly student contact hours.

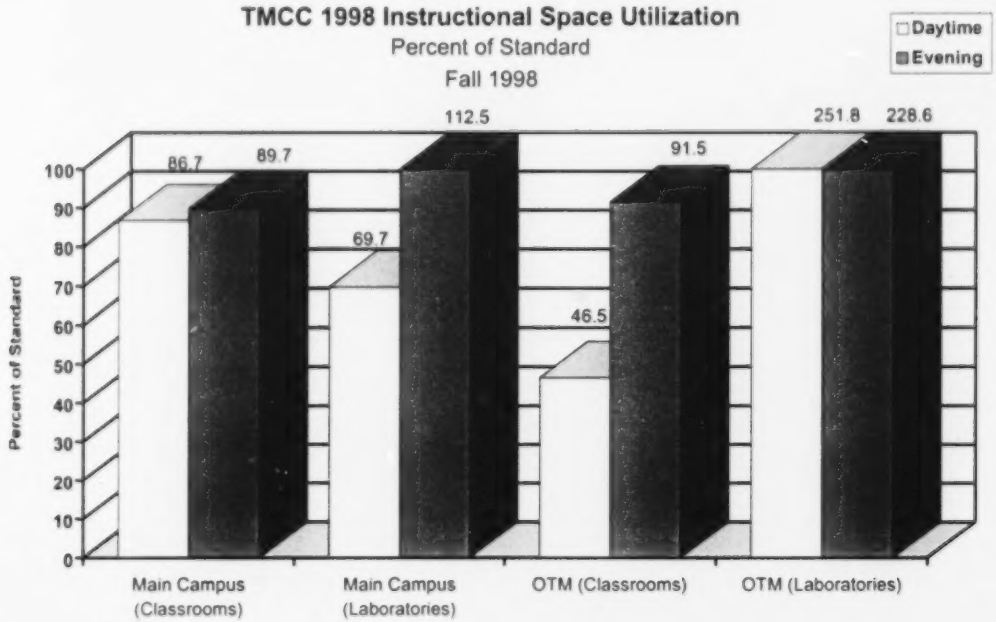
SOURCE

Instructional Space Utilization Study

OUTCOME ANALYSIS

Classrooms: In Fall 1998, daytime and evening utilization for classrooms on the Main Campus was between 85 and 90 percent of standard, while utilization at the Old Town Mall fell short of 50 percent during the day and exceeded 90 percent at night.
Evening: Instructional space utilization surpassed the standard in all laboratories on both campuses, with the exception for those offered during daytime hours on the Main Campus.

Standard: *Instructional space utilization will be within at least 80 percent of the standard for all classrooms and laboratories.*



INDICATOR **H-4** Efficiency measure: Student FTE to instructor.

RATIONALE It is a goal of the college to effectively and efficiently provide high quality educational programs.

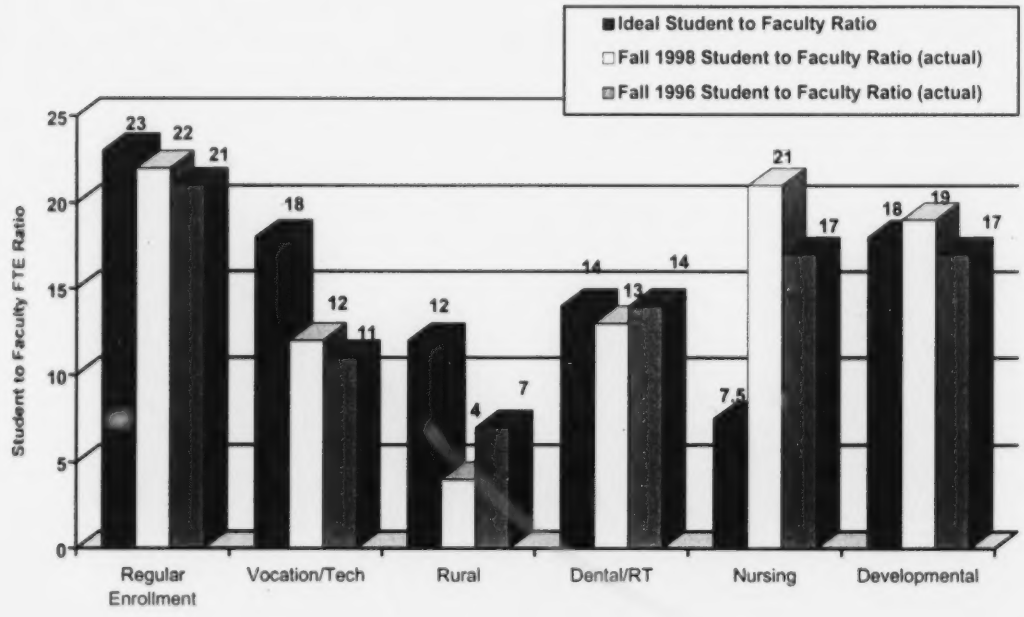
DEFINITION Ratios are derived by dividing state supported student FTE by total instructional FTE.

SOURCE Student Information System

OUTCOME ANALYSIS The actual student to faculty ratios for the funding categories of Regular Enrollment, Developmental, and Dental and Radiological Technology are within one student FTE of their ideal ratio.

Standard: *All funding categories will possess actual funding ratios that are within 2 student FTE of the ideal ratio.*

Student to Faculty FTE Ratios
Fall 1998 vs. Fall 1996



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